DOCUMENT RESUME

ED 128 773 CS 002 936

TITLE Literacy in Development: The Second Step. Final Report of Second Experts Meeting on the Production of Training Materials in the Field of Functional Literacy, Dizine, Iran, 24-29 May, 1976.

INSTITUTION German Foundation for International Development, Bonn (West Germany).; International Inst. for Adult Literacy Methods, Teheran (Iran).

PUB DATE Sep 76

NOTE 41p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Adult Basic Education; *Adult Literacy; *Adult Programs; Adult Reading Programs; Conference Reports; *Literacy; Literacy Education; *Nonformal Education; Training

ABSTRACT

This report contains two main sections and three appendixes (reports of the working groups and summaries of workshop reports in Zaire and in Sierra Leone). Section one reviews the rationale, design, and intended use of the training monograph series, "Literacy in Development," which focuses on the needs of the middle-level literacy workers and treats both basic literacy operations and nonformal education programs. This section also summarizes the recommendations of the first panel of experts, which convened in West Berlin in 1975. Section two of the report summarizes the recommendations of the second panel of experts, which met in Dizine, Iran, in May 1976. The purposes of that meeting were to examine the role of training in the promotion of nonformal education and to discuss additional manuscripts in the training monograph series. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128773

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Tehran, Iran
25 September, 1976

LITERACY IN DEVELOPMENT: THE SECOND STEP

Final Report
of
Second Experts Meeting
on the Production of
Training Materials in the Field
of Functional Literacy

Dizine, Iran 24-29 May, 1976

Organized by
The International Institute for Adult Literacy Methods
Tehran, Iran
in co-operation with
The German Foundation for International Development

DSE

AS 002 936

CONTENTS

		Page
Section One: Background		
I.1.	Purpose, Design and Rationale	1
I.2.	First Panel of Experts Meeting	2
I.3.	Status of Titles Under Preparation	4
I.4.	Titles in Search of Authors	7
I.5.	Publication, Distribution and Use	7
Section Two: The Meeting at Dizine		
II.1.	Objectives	9
II.2.	Participants	10
II.3.	Documentation	15
II.4.	Programme	15
II.5.	Conclusions	16
Appendices		
Reports of the Working Groups		19
Summary of the Report on a Test-in-Use Workshop, Zaire		37
Summary of the Report on a Test-in-Use Workshop, Sierra Leone		38

This report has been prepared by the staff of the IIALM, P.O. Box 1555, Tehran, Iran.

SUMMARY

Section One of this paper reviews the rationale, design and intended use of the training monograph series *Literacy in Development* which has been commissioned by the International Institute for Adult Literacy Methods. The series, which is the basis for the IIALM's future training activities, addresses the needs of the middle level literacy workers and treats those operations basic to the conduct of literacy and non-formal education programmes. This section also summarizes the recommendations of the first Panel of Experts Meeting convened in Berlin (West) in 1975 to discuss and guide the development of the series and discusses the present status of each title and recent developments in the series.

Section Two summarizes the recommendations of a second Panel of Experts which met in Dizine, Iran from 24- 29 May 1976. The meeting had as its general purpose the examination of the role of training in the promotion of non-formal education. The more immediate objective of the meeting was the discussion of additional manuscripts in the IIALM's training monograph series.

SECTION ONE

I. BACKGROUND

I.1. Purpose, Design and Rationale

Literacy in Development: A series of training monographs was commissioned by the International Institute for Adult Literacy Methods (Tehran) in 1974, and is addressed to the needs of intermediate level literacy workers in developing nations. The series was born of the realization that relatively little attention had been paid to the systematic training of literacy workers or to the organization and diffusion of the wealth of experience deriving from literacy projects and programmes being conducted around the world.

The purpose of the series is to bring to the field workers soundly based, but simply written guidance relating to the problems he faces in his daily work. It is felt that such instruction should be based upon both the insights of the social sciences and the teachings of experience. The authors of the monographs should possess a first hand understanding of the problems of the literacy worker in addition to an expertise in the subject matter treated in the monograph.

The series editor, Dr. H. S. Bhola, Professor of Education at Indiana University, has earlier in his career served as Acting Director of Literacy House, Lucknow, India, and as Senior Advisor to the Unesco assisted Functional Literacy Pilot Project in Tanzania. He has served as well as a consultant to educational reform projects in Latin America and elsewhere. He is thus familiar with both the needs of the practitioner in the field and the potential contributions which those in academic life may bring to the solution of such problems.

From the beginning of the development of the monograph series, it was recognized that the training needs of literacy workers are varied and complex. Even the identification of the "middle level" worker who constitutes the "target population" for the monographs was and remains a challenging and uncertain one. While it is essential to bear the differing circumstances of the developing nations in mind during the development of the monograph series, it is equally important to realize that literacy work in all societies raises a set of common problems and calls for a set of common actions if progress is to be achieved. These common problems are those with which the monograph series, *Literacy in Development*, has concerned itself. In every society, the nature of these problems will differ either subtely or substantially. The methods of analysis and action required will have, however, common features in many societies.

No pretence is made that the proposed series of monographs will be a panacea for either the improvement of literacy programmes or even the improved training of literacy workers. The objectives of the series have been, and remain, more modest: that of providing the literacy worker with an available, accurate, comprehensible and useful set of training tools and references. The guidance offered is intended to be illustrative and suggestive. The practitioner to whom the material is addressed is perceived as a thinking and discriminating individual capable of determining the relevance of what is written to the situation to which he is considering applying it. While the emphasis in the series has been upon literacy, much of what is discussed is applicable to other forms of non-formal education as well.

In order to serve as effective training tools, it was felt that the series should be simply written, direct and to the point. Authors were encouraged to write from the perspective of the field workers. They were urged to perceive the problem as the field worker would perceive it. Wherever possible, it was felt that the monographs should be presented in an active problematic format, placing emphasis upon asking rather than telling. It goes without saying, that the monographs should be pedagogically sound and rich in examples and illustrations. As few of the literacy field workers reading the monographs would be living in the shadow of a university library, it was felt that the monographs must be self-contained guides to the essential aspects of the subjects treated and not a preface to other writings on the topic. Nonetheless, a set of references selected for their availability as well as their applicability is included.

I.2. First Panel of Experts Meeting

It has been the IIALM's desire since the beginning of the series that these monographs be published on behalf of the professional community of literacy workers. Accordingly, it has been the Institute's policy to foster co-operation with a wide range of organizations in the development of the series. Among those organizations with which early co-operation was established was the German Foundation for International Development, particularly its Out of School Section. With the help of the German Foundation and the German Adult Education Association, a first meeting of experts was convened in Berlin in July 1975 to discuss the conception of the series, *Literacy in Development*. This meeting had as its general objectives the examination of the role of training in non-formal education and the identification of appropriate training strategies and methodologies.

The more immediate purpose of the First Experts Meeting was that of discussing and guiding the development of the series of training monographs commissioned by the IIALM. Panel participants were presented with the first three monographs in draft form and asked to offer specific suggestions pertaining to their revision in both concept and detail. Suggestions as to content, form and presentation were received from the participants. More general guidance on the development of the series such as new titles to be included, testing-in-use situations, institutional co-operation, sources of funding for translation, and distribution of the series were as well solicited and received from the participants.

The three draft manuscripts presented at the 1975 Berlin meeting (*The use of radio in adult literacy education* by Professor Richard Burke; *Learning to read and reading to learn: An approach to a system of literacy instruction* by Mr. Sohan Singh; and *Programmed instruction for literacy workers* by Dr. Sivasailam Thiagarajan) have undergone subsequent revision by the authors, editing by the series editor, and final copy editing. The three monographs are presently with the English language publisher - Hulton Educational Publications Limited, Amersham, Buckinghamshire, England. The three monographs have as well been translated into Spanish and are with the Spanish publisher - the Ibero-American Bureau of Education, Madrid, Spain. Of the four outlines presented at the Berlin meeting, *Organizing for literacy work* by H. S. Bhola; *Towards understanding visual literacy and communication* by Anne and Fred Zimmer; *Evaluating functional literacy programmes* by H. S. Bhola; and *The ABC's of literacy: Lessons from linguistics* by Kenneth Baucom, the last three have been developed into full manuscripts. These manuscripts were presented at the second Panel meeting which is the subject of Section II of this report.

Among the major conlcusions and recommendations of the first Panel which have been incorporated into the design of the monograph series are the following:

- The Berlin Panel felt it desirable to distinguish that the monographs do not represent an approach to literacy but rather a "set of tools" which could be advantageously used with a number of different approaches. This point was considered important as the monographs are conceived as flexible aids for the training of literacy workers and not as a source of ready-made solutions to the numerous problems entailed in the conduct of literacy programmes.

- The authors and series editor were urged to keep in mind the wide range of use in which the monographs could be employed and to consciously attempt to

accommodate as many such uses as possible. Panel participants urged that the monographs should be as simple as an adequate treatment of the subject would permit. It was recommended that the monographs be presented in an active problematic format. Wherever possible they should be in a semi-programmed format in order to challenge the reader and to facilitate self study. It was deemed appropriate that monographs dealing with more technical subjects, such as evaluation and organization, be written at a somewhat higher level than those dealing with more general subjects such as the training of instructors or the preparation of reading materials. It was recommended that the monograph series be self-contained. That is to say, the monographs should be useful by themselves.

- It was agreed that the monograph series should remain, as it had been conceived, descriptive and illustrative rather than prescriptive. The authors were urged to draw upon ongoing projects for examples and illustration. Such experiences should be adequately identified in order that the reader may, if he requires, seek additional information on the innovations or approaches described.

- The Panel devoted lengthy discussion to the definition of the illusive "middle level" worker. It was realized that middle level would be defined differently in different countries and programmes. Even within the same setting, the middle level evaluation specialist will be quite different in background and experience from the middle level supervisor.

- The steps in the development of the monographs series were discussed by the Panel. Among the major steps considered were the following:

- determination of topics to be treated in the series;
- identification of qualified authors who might be commissioned to prepare them;
- explanation of the purpose and desired format to perspective authors for use in the monographs;
- development of outlines for a discussion of first thoughts on content and design;
- development of mechanisms for the reviewing and revision of the manuscripts;
- testing of the monographs in use;
- reproduction of the monographs in an inexpensive and effective format;
- translation of the monographs and their adaptation to particular training contexts; and
- subsequent revision of the monographs.

I.3. Status of Titles Under Preparation

It will be noted that the titles commissioned or under consideration treat a wide range of subjects, functions and techniques. The titles listed below are at various stages of completion.

Programmed instruction for literacy workers by Sivasailam Thiagarajan, deals directly with the world of the literacy worker and talks specifically to his concerns with the teaching-learning technique called programmed instruction. The author stresses the usefulness of programmed materials in literacy work, as well as their role in the in-service training of literacy workers. (Status: Off press).

The use of radio in adult literacy education by Richard Burke describes the features of radio broadcasting that recommend it as a valuable and integral part of any effort to provide literacy and fundamental education to a wide variety of audiences. Special emphasis is placed upon the active role that the field worker can play in radio based programmes. (Status: Off press).

Learning to read and reading to learn: An approach to a system of literacy instruction by Sohan Singh suggests an approach to literacy teaching that strikes a happy balance between the need to direct and the need to motivate in the teaching of reading to adults. The monograph proposes a systematic methodological approach to literacy instruction and demonstrates how a particular methodological orientation was operationalized into a system of instruction. (Status: Off press).

The ABC's of literacy: Lessons from linguistics by Kenneth Baucom, deals with the implications of linguistic plurality on literacy activities, the development of written languages for literacy work, linguistic considerations in production of materials, linguistic theory contributing to the understanding of the reading process and the relationship between literacy and language learning. (Status: Presented in draft form at second Panel meeting - now under revision).

Evaluating functional literacy by H. S. Bhola, presents a comprehensive and integrated approach to making evaluation operational within functional literacy programmes and projects: from the design of evaluation policies through the design of tools and instruments for data collection to the use of data for making informed decisions. The author suggests that evaluation involves nothing more than using past experience to improve present and future outcomes. (Status: Presented in draft form at second Panel meeting - now under revision).

Understanding visual literacy and communication by Anne and Fred Zimmer relates to the practical concerns of designing culturally oriented visual materials for use in functional literacy and development communication in different cultures and countries. The guidelines offered are culture free in the sense that they will be useful to designers of visual materials whatever their cultural setting.

The message is: Read your own culture, and understand your own visual idiom as you design visual messages for use in your society. (Status: Presented in draft form at second Panel meeting - now under revision).

Towards scientific literacy: A core curriculum for adult learners and literacy teachers in functional literacy projects around the world by Fred Thomas and Alan Kando, suggests a core curriculum of scientific ideas that the authors feel should become a part of the common culture of all men. The monograph is organized in a series of concentric circles in which the authors present ideas describing and explaining the human environment, they focus on man himself, and then on man's role as a producer of food and goods. The last set of ideas discusses man's technological environment, particularly the information media. (Status: Presented in draft form at second Panel - now under revision).

Organizing for literacy by H. S. Bhola will discuss questions of appropriate policies for development, systems of action for implementation of literacy work, organizations at work, institutional analysis and institution building, organizations as living systems and organization interventions. (Status: Presented in outline format at second Panel meeting - outline revised and now under further development).

The training of literacy trainers by Camillo Bonanni and others, discusses the context, purposes and design of the training of literacy project personnel. The author draws upon experiences of the numerous projects which he has observed or participated in. Attention will be given to defining what the trainer must know in relation to his partners in the educational venture as well as what the trainers must know in relation to other members of the literacy team. (Status: Presented in outline form to second Panel meeting - outline under revision and further development).

Literacy linked with family life education by Marian Halvorson will draw upon the author's experience in the field of programme design and implementation of programmes for women. The monograph discusses literacy as a means of liberation, the need for motivation, integrated functional education for women, the design of curriculum materials for literacy linked with family life education and principles of primer writing which contribute to a total programme of integrated functional education. (Status: Presented in outline form at second Panel meeting - outline under revision and further development).

Reading Materials for new readers: Why, what and how? by Rushdi Khater and H. S. Bhola, will discuss the provision of reading materials for new readers from a variety of different perspectives: policy makers, reading materials specialists in ministries and directorates; mediators between policies and products such as directors of writers' workshops, publishers and distributors; and the writers themselves. (Status: Outline presented at second Panel meeting - now under further discussion).

Simulations and games in teaching literacy by David Evans will illustrate the use of simulations and games and their value in literacy and non-formal education projects. The author will draw upon games and simulations developed for use in several non-formal education projects in the development of the monograph. (Status: Outline submitted to series editor and under discussion).

Rural libraries by E. C. Shaw will treat the problems of inadequate book distribution and analyze possible schemes for achieving better distribution of reading materials among semi and new literate reading publics. (Status: In preparation).

Teaching words and ideas to adult learners by Edgar Dale will discuss the processes involved in teaching words and concepts to adult learners. The author will as well discuss the necessary steps in the development of word lists for use in the development of literacy texts and follow-up materials to assure that the materials written for adults remain readable. Basic techniques for enhancing readability will also be presented. (Status: In preparation).

I.4. Titles in Search of Authors

The following titles have been suggested for inclusion in the series and the series editor and the Institute are actively engaged in a search for appropriate authors.

The ABC's of literacy: Lessons from psychology
The ABC's of literacy: Lessons from anthropology
The ABC's of literacy: Lessons from the policy sciences
The role of mass media in literacy training
Writing literacy primers
Need assessment and curriculum development
Teaching numeracy.

I.5. Publication, Distribution and Use

The preparation of the manuscripts, while essential, is only a first step in answering the training needs to which the monographs are addressed. The

original language of the monographs will, in most cases, be English. But literacy workers will not, in general, know English. Thus translation into national and international languages is essential.

As stated earlier in this report, the English of the monograph series is being published by Hulton Educational Publications, Limited, Amersham Buckinghamshire, England. The Spanish editions of the series are being undertaken by the Ibero-American Bureau of Education in Madrid and are being published by that organization's publisher, Editorial Magesterio Espanol, S.A.

Negotiations are currently underway for the translation of the series into French, Arabic and Persian. In the case of the French, the Institute is desirous of securing the assistance of an organization already working in the field of education and development in the French speaking areas of Africa. There have been expressions of interest regarding the translation of the series into Hindi and Kiswahili as well.

It is as well realized that a conscious effort is necessary for the transformation of a book - even one presented in self-instructional format - into a training tool. It is not sufficient to hand a monograph to a literacy worker. One must be able to demonstrate that the contents of the monograph are useful in solving problems which the worker is encountering. It is felt that this could be achieved through the use of the monographs in workshops at the national regional and local levels in developing countries.

Such testing in use workshops have already been held in Ghana, Sierra Leone and Zaire. Future national workshops are planned for Tanzania, Kenya, Ghana and Zaire. International workshops are being planned by the Centro Regional de Educacion Funcional para America Latina in Mexico, by the German Foundation for International Development in conjunction with authorities in Tanzania and Kenya and by the German Adult Education Association with authorities in Ghana and Zaire.

The Institute anticipates that the monograph series will form the basis of its own future training activities. It proposes to offer its assistance to the organizations sponsoring workshops, such as those mentioned above. To the extent that its resources allow, the Institute will provide consultants or staff members to participate in "testing-in-use" workshops. Priority consideration will be given to those who demonstrate their seriousness by translating the monographs to be used in such training sessions into a national language. Users -

both individual and institutional - of the monographs are being encouraged to correspond with the Institute. The Institute welcomes the suggestions, comments and evaluation of users. It will also seek to answer inquiries relating to the subjects covered in the monographs. The availability of such assistance is made known in the preface of each monograph.

SECTION II

The Meeting at Dizine

The second meeting of experts was held at the Féderation du Ski Hotel in the Iranian mountain resort of Dizine from 24-29 May, 1976. This meeting represented a continuation of the discussions begun in Berlin. During the interim ten months, the series had developed from a proposal to a reality. This progress raised new issues and fresh possibilities which were explored at Dizine.

The meeting was organized by the IIALM in co-operation with the German Foundation for International Development. The German Adult Education Association was represented at the meeting by two participants who reported their experiences in using the monographs in training situations in Africa.

II.1. Objectives

The objectives and purposes of the second Panel meeting were:

1. To review the conception and design of the monograph series in the light of development since the first Panel.
2. To offer the series editor and the authors of the series guidance, both general and specific, in revising the manuscripts presented to the Panel.
3. To discuss ways and means for promoting the translation of the monograph series into international and national languages.
4. To promote the use of the monograph series in "test in use" workshops and more general training situations.
5. To establish systematic and on-going means for evaluating and improving the value of the monographs as "training tools". The IIALM proposes to systematically follow the experiences gained in the use of the monographs. This information will be made available to users and may ultimately be incorporated in revised publications.

6. Lastly, the IIALM sought recommendations as to the manner in which its limited resources in staff and finances may be most effectively used to promote training. In particular, the co-operation and support of other organizations concerned with the non-formal education of adults is being actively sought.

II.2. Participants

The Second Expert Panel was attended by thirty-four participants representing national and international agencies working in the field of literacy and non-formal education, the series editor, authors of the four draft manuscripts presented for consideration and representatives of the English and Spanish publishers of the series.

Participants representing national organizations included:

Mr. A. A. Abdel Aziz,
Director,
Adult Education Department,
Ministry of Education,
P.O. Box 2588,
Khartoum, Sudan.

Mrs. M. Aradgholi,
Head,
Linguistics Unit,
INCADET,
P.O. Box 14-1602,
Tehran, Iran.

Mr. F. Ardalan,
Secretary-General,
Iranian National Commission for Unesco,
No. 300 North Iranshahr Avenue,
Tehran, Iran.

Mr. J. Arthur,
Head,
Literacy Section,
Department of Social Welfare and Community Development,
P.O. Box M230,
Accra, Ghana

Mrs. Lily Ayman,
Curriculum Materials Specialist,
Iranian National Committee for the World Literacy Programme,
Sani'i Avenue,
No. 21 5th Street,
Tehran, Iran.

Mr. M. Gobena,
Head of Curriculum and Materials Production,
Work-Oriented Adult Literacy Department,
Ministry of Education,
P.O. Box 2269,
Addis Ababa, Ethiopia.

Miss M. Halvorson,
Literacy Consultant,
Imani House,
P.O. Box 40486,
Nairobi, Kenya.

Mr. P. Homayounpour,
Director,
INCADET,
P.O. Box 14-1602,
Tehran, Iran.

Mr. M. R. Khater,
Professor,
Ain Shams University,
Faculty of Education,
Cairo, Egypt.

Mrs. M. Klicker-Dittmann,
Professor,
National University of Zaire,
Campus Kinshasa,
P.O. Box 4720,
Kinshasa II, Zaire.

Mrs. Serah Lukalo,
Consultant,
P.B.F.L./FAO,
P.O. Box 30470,
Nairobi, Kenya.

Mrs. F. Mashayeck,
Head,
Department of Educational Methods and Programmes,
INCADET,
P.O. Box 14-1602,
Tehran, Iran.

Mr. Z. J. Mpogolo,
National Deputy Director,
UNDP/Unesco Functional Literacy Curriculum Programmes and Materials
Development Project,
P.O. Box 1141,
Mwanza, Tanzania.

Mr. W. Somprasong,
Chief,
Functional Literacy Unit,
Ministry of Education,
Bangkok, Thailand.

Those representing international organizations were:

Mrs. J. Amir Zafari,
Research Officer,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Miss Carla Clason,
Intern,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Mr. D. Curnock,
Publications Officer,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Mr. A. Deleon,
Unesco Adviser,
Ministry of Education and Social Welfare,
Department of Education,
Government of India,
Rajendra Prassad Road,
Shastri Bhavan,
New Delhi, India.

Mr. A. Fattahipour,
Deputy Director,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Mr. R. Flores Jaramillo,
Jefe del Servicio de Informaciones y Publicaciones,
Oficina de Educación Iberoamericana,
Cuidad Universitaria,
Madrid - 3, Spain.

Mr. D. Kahler,
Programme Officer,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Mr. W. Keweloh,
Head, Africa Bureau,
German Adult Education Association,
P.O. Box 9298,
Kotoka International Airport,
Accra, Ghana

Mr. J. Klicker,
Specialist in Educational Media,
Association des Universités Populaires Allemandes,
Bureau de Liaison au Zaire,
P.O. Box 4591,
Kinshasa II, Zaire.

Mr. L. G. Marsh,
Managing Director,
Hulton Educational Publications Limited,
Raans Road,
Amersham,
Bucks. HP6 6JJ, England.

Mr. J. Müller,
Education and Science Branch,
German Foundation for International Development,
Simrockstrasse 1,
5300 Bonn, West Germany.

Mr. J. Ryan,
Director,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Mr. K. D. Sharma,
Intern,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Mr. J. Strain,
Consultant,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Mr. J. D. N. Versluys,
Consultant,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Authors and series editor:

Mr. K. Baucom,
P.O. Box 553,
Halfway House,
Transvaal, South Africa.

Mr. H. S. Bhola, Series Editor,
Professor of Education,
School of Education,
Indiana University,
Bloomington,
Indiana 47401, U.S.A.

Mr. F. Thomas,
Riverina College of Advanced Education,
P.O. Box 588.
Wagga Wagga,
N.S.W. 2650, Australia.

Mrs. A. Zimmer,
Communication Researcher,
37 East Oakland Avenue,
Columbus,
Ohio 43201, U.S.A.

Mr. F. Zimmer,
Professor of Visual Communication Design,
37 East Oakland Avenue,
Columbus,
Ohio 43201, U.S.A.

Secretariat:

Mrs. A. Neu,
Education and Science Branch,
German Foundation for International Development,
Simrockstrasse 1,
5300 Bonn 1, West Germany.

Miss C. Nicholls,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

Participants were selected on the basis of their ability to contribute to the discussion of training in non-formal education and to make suggestions pertinent to the development of the monograph series. Consideration was also given to selecting individuals, who, if convinced with the usefulness of the monograph series could assist with the development of the series and assure its use in national training activities.

II.3. Documentation

Documentation for the second Panel of experts meeting included:

a. Draft mauscripts for: *Understanding visual literacy and communication* by Anne and Fred Zimmer;
The ABC's of literacy: Lessons from linguistics by Kenneth Baucom;
Evaluating functional literacy by H. S. Bhola; and
Towards scientific literacy: A core curriculum for adult learners and literacy teachers in functional literacy projects around the world by Frederick Thomas and Alan Kando.

b. Outlines for : *Literacy linked with family life education* by Marian Halvorson;
Organizing for literacy by H. S. Bhola;
The training of literacy trainers by Camillo Bonanni and others;
Reading Materials for new readers: Why? What? and How? by H. S. Bhola.

c. Commentaries on the four draft manuscripts by Dr. J. D. N. Versluys, Consultant, I.I.A.L.M.

II.4. Programme

The Panel met both in plenary and working group sessions. Plenary sessions were devoted to the role of training in non-formal education, the role of materials such as the monographs in the series in training and the processes involved in the development of the monograph series. Among the processes discussed at length were testing in use situations, translation, publication and distribution. The working groups had as their main objectives the consideration of the four draft manuscripts as well as the outlines for four future manuscripts.

II.5. Conclusions

The conclusions and recommendations of the second Panel of experts to consider *Literacy in Development: A series of training monographs* centred around the following major topics: further development of the series; intended audience of the series; and new authors and new titles for the series.

Development of the series: Panel members expressed the need to underscore the idea of information development. It was considered of prime importance that the series effect the bringing together of the academician and practitioner, thus bridging the theory-to-practice gap often found in training materials. Participants also felt that greater emphasis should be placed on the conceptualization of the process involved in the development of the monograph series. The desire that the series remain descriptive in nature and not become prescriptive received overwhelming support from the Panel participants.

As the monograph series is being developed on behalf of the international literacy community it was felt that the process of writing, reviewing and revising the manuscripts should remain as it had been established. Participants agreed that the Panel had provided an effective mechanism for informal and group discussions on the series.

The report of the first Panel meeting in Berlin made the distinction that the monographs do not represent an approach to literacy but rather a set of tools. This same distinction was reiterated by the Dizine Panel with stress placed upon the series not being taken as local prescriptions but as a generalized and flexible set of tools. Participants expressed the hope that through application the intended audiences will develop localized satellite materials to be used in conjunction with the monographs.

Participants found the series quite relevant in the light of the existing knowledge of training needs as expressed by practitioners. Questions related to dealing with certain ambiguities, shifting overlap, the amount of information to be presented, the nature of the book, the audience and the writer were discussed. As a result of these discussions, authors were encouraged to seek a common perception of the problems under discussion and remember that their monograph was not being produced for one reader. It was felt that overlap between monographs was to be expected, and that such overlap should be considered as positive and beneficial since the intended audiences are varied. It is highly unlikely that one middle level literacy worker would read all volumes in the series *Literacy in Development*, but he could!

Among suggestions growing out of the general discussion were that the series should draw intensively upon the experience of the last decade in literacy as well as upon the motivations behind literacy training. It was felt that there was a need for the monographs to relate wherever possible and as directly as possible with the new historical realities caught in such words and phrases as not merely to read the word but the world; participation; praxis; self-management and political pluralism. Yet, the monographs must be technical treatises; not political, not should they be apologies for particular political arrangements.

Representatives of the English and Spanish language publishers assured participants of high quality publications, which would be presented in an attractive format and durably bound. Each stressed their organization's interest in the continued development of the series.

Audience: The series editor outlined the three threads of development within the monograph series as the following: Those monographs which were more problem-oriented (Learning to read and reading to learn: An approach to a system of literacy instruction); those which offer the intellectual resources of a discipline (The ABCs of literacy: Lessons from linguistics); and those of a more substantive nature (Towards scientific literacy: A core curriculum for adult learners and literacy teachers in functional literacy projects around the world). The variety inherent within the above classifications dictates the need for continued reassessment or definition of the "middle level" literacy worker. It was stressed that the intended audience was not the upper echelon decision-maker, but that does not preclude his benefiting from what the monograph has to offer. Nor is the intended audience thought of as someone who is a member of only one group of literacy workers at a time. The readers of the monograph are seen as people with varied talents and abilities which they exercise at a variety of levels within the literacy process.

It was pointed out that among the audience for the various monographs there would be a group of un-anticipated users; teacher training colleges, university degree programmes, planners and administrators at the district and regional levels.

New Authors/New Titles: Panel participants expressed a desire to see more active involvement in the series by authors from the developing nations. The series editor's agreement with this suggestion has already been demonstrated through his past and continued search for authors from the developing world. Participants were asked to suggest names of possible authors to the series editor

so that follow-up measures could be undertaken.

Past recruitment measures were explained to the participants. The offer of nominal financial assistant for authors from developing countries which was made during the first Panel meeting in Berlin was reiterated. But, as the series is a subsidized venture, the major reward for authors should not be a financial one, but as the series editor put it, "that of having been one man's technical assistance".

Participants asked that more consideration be given to possible collaborations between authors in the development of particular monographs. In response to this suggestion, the series editor accepted the collaboration of Dr. M. R. Khater, a panel participant, in the preparation of a forthcoming monograph on the production of follow-up materials for new literates.

Panel suggestions of possible titles for further consideration and development were:

Teaching numeracy;
The ABCs of literacy: Lessons from the political sciences;
The ABCs of literacy. Lessons from anthropology;
The ABCs of literacy: Lessons from psychology;
Needs assessment and curriculum development.

The Panel concluded its deliberations on the afternoon of May 29. Members requested that the Final Report make mention of their appreciation to the International Institute for Adult Literacy Methods for the excellent organization of the Dizine meeting as well as for the friendship and hospitality they had experienced while in Iran. Appreciation was also expressed to the German Foundation for International Development for its firm support of the Dizine meeting. Participants agreed that the Panel had provided an effective mechanism for informal discussion, small group meetings and plenary sessions. It was strongly recommended that the sponsoring agencies should consider the holding of a third Panel to discuss further manuscripts.

APPENDICES

WORKING GROUP I

Towards scientific literacy: A core curriculum for adult learners and literacy teachers in functional literacy programmes around the world

by

Fred Thomas and Alan Kando

Rapporteur: Farideh Mashayeck

The group felt that the monograph had given an excellent example of making accessible a large number of subjects of a complicated nature, but simplified by the use of simple language and examples taken from the daily life of the intended readers.

These readers were expected to be particularly:

a) writers of didactic material for literacy groups;

b) trainers of teachers of such groups; and

c) the teachers themselves.

The monograph would serve as a sourcebook of teaching materials to stimulate scientific thinking.

The group felt that it would be valuable to emphasize the basic idea that evidence is the cornerstone of science by providing wherever feasible descriptions of simple experiments for the topics discussed in various sections of the book.

It was also suggested that in an introductory chapter emphasis should be given to the scientific approach of finding a rational explanation for the phenomena in the surrounding world. To achieve this, science should be taught in such a way that the learners should develop their natural curiosity.

It was also agreed that some further additions would be valuable:

1) a chapter providing suggestions of pedagogical procedures for class sessions on some selected topics, such as the water cycle, for which the group would provide a tentative framework and format to the author.

2) a short reference bibliography on each topic to be prepared by the person responsible for the translation and adaptation of this monograph in individual country situations.

3) to take into consideration the notes prepared by Dr. Versluys in the final form of the monograph.

4) to add to the chapter on "Space" the use of *satellites* for practical purposes.

5) to explain the functions of the telephone and telegraph.

6) to describe the microscope and telescope.

7) to refer to important socio-economic aspects in the sections on agriculture, nutrition and family planning, although further treatment in a science book would be out of place.

8) a special section providing suggestions about references from agriculture to nutrition, to health, to family planning and to demography would be valuable in order to show the connections between these sections.

9) a glossary should be added which does not emphasize scientific definitions but rather common-sense descriptions.

10) pedagogical processes and formats of the "Water Cycle" were prepared for the use in Iran and Zaire respectively.

A more lively lay-out was suggested with text, keywords, drawings or photos and summaries.

Finally, some topics were proposed which might be taken up in adaptations of this monograph: ecology and protection of nature, evolution of life and the development of means of production.

WORKING GROUP II

Understanding visual literacy and communication

by

Anne C. Zimmer and Fred A. Zimmer

Rapporteur: David Kahler

The Working Group felt that the manuscript offered a wealth of information drawn from the past international work experiences of the two authors, and that this manuscript could provide a most valuable contribution to the field of visual communication, particularly with its emphasis on the need to understand the importance of visual communication and its relation to education and development.

The discussions of the group centred around the following points:

I. STRUCTURE/CONTENT

1. The group felt that the title of the manuscript should be reconsidered by the authors. A suggested change growing out of the discussion was: Visual Literacy: Seeing, Understanding and Designing.

2. It was suggested that a re-working of the first chapter to include the following points might contribute to the overall orientation of the manuscript:

- a precise introduction from the authors in which they would stress that the monograph was intended as more than a training manual. Its intended audiences would be discussed and the following orientation would be given: Chapter I, administrators and planners; Chapter II, planners and implementors; and Chapter III, the implementors, i.e., the artists who must work in co-operation with the planners and the writers.
- it was also felt that the authors should attempt to involve the reader more actively from the beginning of the first chapter.

3. There was a request that the authors deal with the distinction between functional illustration and decorative illustration in the context of educational illustrations.

4. It was suggested that the number of graphics be decreased and integrated with the text.

5. The authors were asked to consider the possibilities of inclusion of hints and suggestions for the creation of visuals for use with generative words.

6. It was suggested that sequential drawings might be used in Chapter III to clarify the design process suggested by the authors.

7. For the section on photography, the group suggested that the authors consider the inclusion of photographic examples.

8. It was felt that the use of more sub-titles and their listing in the table of contents at the beginning of the chapters might enhance the usability of the monograph.

9. The group requested that the authors include a resource section which would include an annotated bibliography, lists of journals dealing with the subject matter, and resource and research centres working in the field of visual communication. It was also felt that such a resource section might be considered for inclusion in all of the monographs yet to come in the series.

II. QUESTIONS OF STYLE

1. The authors were urged to be more suggestive and less prescriptive in their presentation. This was felt particularly needed in the context of Chapter III. The group also felt that in places the manuscript reflected a certain paternalistic approach. The authors assured the group that they would re-work sections in this respect.

2. It was also felt that there were sections in which simplification of language was needed.

WORKING GROUP III

Evaluating functional literacy

by

H. S. Bhola

Rapporteur: Josef Müller

Discussions of the Working Group centred around the following points:

1. Target Audience It was felt that the target audience was not the regular middle level worker but rather professional evaluators, programme designers of major literacy projects and teachers and tutors in universities, institutes for adult education and teacher training colleges.

As evaluation handbooks usually do not refer to literacy the need for this handbook is evident.

Group members suggested that for the middle level workers involved in practical work the book is not as usable as and appropriate as those for village level workers booklets such as the series "Remember", "Don't Forget", "Keep in Mind" (edited by the Directorate of Adult Education, Ministry of Education, India).

2. Purpose The Working Group agreed that the purpose of an evaluation monograph was to give guidance for a professional evaluation on a small scale (Sampling). For an "intermediate" evaluation of social impacts of literacy programmes on a broad scale, the group felt the handbook could not be used. If techniques are too complicated, evaluation would become too expensive an enterprise separate from other programme activities. Professional evaluators may use this handbook as a source book or set of tools. Translation and adaption to the concrete context of an evaluation is required.

3. Approach To the Group the approach seemed to be a technical one derived from that used in the formal school system. If the approach and the methods used in adult education are different, evaluation must take this into consideration. The *participatory* learner centred approach was considered by the group to be the most appropriate in adult education. The main consequences of its use in evaluation are that learners are not regarded as mere objects of sampling, inputs, key variables, etc.

Among the constraints considered by the Working Group were:

- the dychotomy between learning objectives derived from the learners' needs and the aims and objectives derived from national or regional development plans or curricula.

- classical evaluation techniques are derived from the formal education system; development or appropriate techniques (forms, tables, etc. included) is required; appropriate source books are not available.
- participatory approaches until now have not been evaluated.

The book should reflect the experiences gained in the evaluation of the EWLP and the shift from work-oriented to integrated literacy (cf. Symposium of Persepolis). The indicators for change used in the 1960's correspond to a mere technological approach to development (i.e., growth).

4. Composition Group members felt that the composition of the handbook should follow the actual process and the different steps of evaluation perhaps along the lines of the PERT chart for literacy evaluation. Some more explanation on the statistical problems involved in literacy seems to be necessary. There should be a limit to the collection of data which is really necessary and which is feasible. Normally, it is the teachers who do the base-line statistics and collect the data for sampling. This has to be taken into consideration when designing a plan for the collection of data.

A major chapter on needs assessment and the definition of aims and objectives of a learning programme corresponding to these needs seems to be necessary. The starting point of both curricula and their evaluation are the environmental requirements and the learners' needs.

WORKING GROUP IV

The ABC's of literacy: Lessons from linguistics

by

Kenneth Baucom

Rapporteur: Jerris Strain

In the hope of assisting the author to fulfill his purpose and to bring his contribution nearer to the target audience, the Working Group presents the following comments and suggestions:

The Committee recognizes the value of the manuscript and commends the author on the effort he has exerted in covering such a wide range of subject matter and his method of presenting this material for people engaged in literacy efforts. The Committee expresses its hope that he will continue in his effort and complete the work that has been undertaken.

The comments, suggestions and recommendations of the Committee are organized according to the following categories:

A. Introduction,

B. Format,

C. Method of Presentation, and

D. Content.

A. INTRODUCTION

The Committee felt that two points need to be further elaborated;

1. With regard to subject matter monographs, it was recommended that additional clarification be made regarding the target audience in terms of (a) the actual workers (organizers, supervisors, teacher trainers, curriculum developers, textbook writers) and (b) how the ideas presented in the monograph would be used by each group - e.g., improvement of class teaching (supervisory level), design and preparation of educational materials (curriculum developers, textbook writers), teacher training, etc.

2. A statement should be added directing the attention of authorities undertaking translation of the monograph to consider the adaptation, modification, or replacement of examples with others drawn from languages relevant to the audience for which the translation is made.

B. FORMAT

Regarding format, the following recommendations were made:

1. Deletion of chapter blocks and section blocks; replace with a transitional statement indicating the relationship between the previous topic and the new topic.

2. Deletion of references to points on previous pages signalled by "Before you read further..."; replace with references to glossary containing terms and definitions.

3. Retain headings and paragraph key words in margins.

4. Retain review/revision questions at end of sections.

5. Add a glossary with terms and definitions.

6. Add a list of suggested reading for further study.

7. Consider inclusion of an appendix or appendices. (See Content section).

8. The Working Group agreed that footnotes should be avoided.

9. Underlining was suggested for the first presentation of definitions and one glossary reference there after.

C. METHOD OF PRESENTATION

1. The overall methods of presentation are commendable and contribute to the ease of reading and understanding of the subject matter.

2. Concern was expressed with striking a balance between the use of a simplified style of presentation for complex issues and the occasional overuse of redundancy and repetition.

3. The Working Group felt that at times the monograph seems to be speaking down to the reader.

D. CONTENT

The main purpose of the monograph is to familiarize the middle-level literacy worker with ideas, concepts and principles in the field of linguistics and help him utilize them in his work, whether it is the training of instructors, improvement of the quality of teaching, preparation of educational materials, etc. To serve such purpose one would expect the monograph to present to the reader the two concepts of linguistics and literacy. The Working Group felt that it confined itself to the first and almost neglected the second. This resulted in equating literacy with the teaching of reading and writing.

WORKING GROUP V

Literacy linked with family life education

Outline by

Marian Halvorson

Rapporteur: Mrs. Serah Lukalo

General Comments

- Dr. Halvorson had earlier requested that her outline be set aside. The group, however, felt they needed the outline as a basis on which to base their discussion. This was accepted and the outline together with Professor Bhola's suggestions to the author were reviewed.
- The general feeling of the group was that the monograph could be sharpened and made more relevant internationally by the inclusion of case studies from other continents besides Africa where the author has worked extensively and has first hand experience.
- The group also recommended that the monograph be developed as a discussion manual with specific discussion questions at the end of each chapter. This would make it possible for the users themselves to critique the information given and relate this information to their own concerns and needs.

The Topic

There was a lively discussion as to whether the monograph should be oriented specifically to women's education or to groups of both men and women. The concensus of the group was that, since women's education has lagged behind, the focus should be on women's education within a broad based functional programme for both men and women.

To Whom the Monograph Should be Addressed

The monograph should be directed to those planning programmes and developing literacy cum curriculum related to family life education; also to those who are training personnel to implement such programmes.

The Philosophy of the Monograph

The group stressed that the philosophy of participatory learning be the basis on which the learners' needs are assessed, curriculum developed and action oriented programmes planned and implemented.

It was suggested that the author shorten the section on linguistics as some of it might overlap with the monograph *The ABC's of literacy: Lessons from linguistics*. Members of the group felt, however, that the section was important

and should be made clear enough to those who might depend on it when developing primers and for whom it would provide useful information.

Since a sample model of a primer from East Africa was included, the author was requested to try and get models from other language areas, particularly languages which do not use the Latin alphabet.

WORKING GROUP VI

Organizing for literacy

Outline by

H. S. Bhola

Rapporteur: Jochen Klicker

The author informed the group of the three main objectives to be tackled in his manual:

- to introduce the audience to a systematic knowledge of social science *and* to give an outline on organizing a living social system.
- to have the reader know what he is going to do when organizing a literacy group, i.e., creating a structural organization.
- to make the reader aware that troubles can arise within this social organization, to know in which forms troubles are appearing and what to do when there are problems.

The group felt that the outline presented to the Panel and the short introduction given to the Working Group a deserving and useful contribution to the monograph series published by the IIALM. It encouraged the author to prepare his monograph according to his proposed table of contents and to take note of the following remarks suggested by the Working Group:

1. The author should avoid terminology which obviously seems to be too complicated for a middle level audience, this is especially so when academic vocabulary is used.

2. The Working Group discussed the role of mobilization of the masses, the problem of motivation of the target groups and the participation of the people in the work of literacy with the author. The group stressed the point that mobilizing the masses aims at a whole change of social-economic structures. People should feel that they will gain a change in status by making their efforts in literacy. It was suggested that the author might add some paragraphs on the status change of people to his proposed chapter IX which would, therefore, be necessary and helpful.

3. Since change is such a crucial point, the whole community is to be motivated to participate in the work: trained manpower, educated echelons and the non-educated. There is need of co-ordinating all activities with other social institutions and development organizations down to the level of the local units of development programmes.

4. At great length, the group discussed the context of culture and policy, and in detail the problems of:

- authority versus democratization, and
- control versus growth of the learner.

The group felt that organizing literacy work could lead to two opposite effects:

- to help the existing systems to survive, and
- to transform one or the other of the interacting systems.

The fact that Paulo Freire is co-opted by anybody proves that even his method is to be *used* as an instrument of conscientization as well as to be *misused* for affiliation.

Equally mass media can be used as an instrument of brain-washing and indoctrination as well as a support of organizing activities in democratization.

5. The group agreed that the author has to remain neutral but that he should describe this dialectic process of functional literacy.

6. Finally the group asked the author to add some thoughts on the financial issue of the manpower organizing literacy and on the aspect of group dynamics versus authority.

WORKING GROUP VII

The training of literacy trainers

by

C. Bonanni and others

Rapporteur: A. Deleon*

The group found two major problems with the outline as presented to the Panel: a) the authors had become protagonists for one particular approach to the training of literacy trainers; and b) had projected the whole training enterprise as being a one-man show.

The group felt strongly that a monograph to be published by the IIALM should present and discuss all the various approaches actually used or possible in training of literacy trainers and should further emphasize the fact that training is a collective enterprise for which all project personnel and even adult participants must share the responsibility.

The group suggested that a new outline might be possible to develop around the following three dimensions: i) organization of training, ii) typology of training, and iii) context of training.

The exclusive focus on process in the present outline could be misleading to readers. The training does have content which must also be discussed.

---

* An oral report was made by the rapporteur to the Panel. The present write-up was developed from notes taken during the reporting session.

WORKING GROUP VIII

Reading Materials for new readers: Why? What? and How?

Outline by

H. S. Bhola

Rapporteur: Mrs. Anne Zimmer

The group felt that the basic structure proposed for the monograph was appropriate since support is needed from the top down if sufficient resources are to be made available for an effective programme of materials for readers who are unable to read the ordinary materials available to them. The suggestions made, therefore, were for additions, emphases and strategies for developing this basic outline. The group made several general points and then some more specific suggestions for incorporating them into the outline.

General Points

1. The problem is to establish permanent reading ability, rather than a beginning literacy that all too often fades. This is a matter of great concern because only at this point do we begin to change men's minds. So *continuing* literacy is vital for development. As a practical way of at least aiming at this goal, we should think not merely of follow-up materials but of supplying continuous education, feeding a person with reading as he goes on in his life. To do this, graded materials at different levels may be more appropriate than follow-up materials. In any case, they should not be thought of as an appendage of a literacy programme but as a vital part which must be planned from the first.

2. The primary importance of the audience should be stressed at all levels: who they are, their reading levels, interests, needs; where they are, for many of them may be hidden and special strategies may have to be developed to reach them. In this regard, the group suggested that perhaps materials should be developed that look as much like the regularly available ones, so that nobody will be branded a semi-literate if he reads them.

3. Specific examples of how problems have been solved elsewhere should be included wherever possible, so that people can think about solutions that may be adapted to their own situations. The author said he had planned to do this.

4. A wide view of literacy for development should be adopted. This view would include cultural development. Motivation to read might come from enjoyment of reading itself as well as the desire to solve specific problems. For in one view (argued later in plenary session) one does not become truly literate until one reads for its own sake.

5. The verbal component of materials should be considered in close relationship to the visual component throughout the monograph.

Specific Sections

Title: The group asked Professor Bhola to rethink the title, since many segments of society who are not recent graduates of formal or informal schooling may be able to profit by the kinds of materials he is proposing.

Introduction: The group felt that *why* it is important to develop such materials and how they are related to development aspirations should be stressed here.

Policy Level: The group felt that the main thrust here should be what will be required of policy makers. They agreed with Professor Bhola's points and asked him to add that:

- Permanent ability to read is the objective, since typically at present follow-up programmes are appendages (and often small ones) to literacy programmes.
- Attention should be paid to identifying the reader and his needs at this level. For all materials developed should be based on information about audiences.
- High-level policy makers should be asked to identify, co-ordinate, encourage and fund sources for training the specialists who will be needed. Artists and writers were mentioned specifically.
- They should also be asked to do the same for parts of the private sector and volunteers who may become involved.

Reading Materials Specialists: Again the group agreed with Professor Bhola and asked him to add the following:

- The points made should include artists as well.
- A planning process involving everyone working on a project might be established at this level.
- Research might be undertaken to identify categories of audiences and the topics of interest, so that the private and voluntary sector might use this material as well.
- Ways might be found to encourage activity at the local level, and among those outside the government structure.
- Ways of encouraging and motivating readers might be researched.

Directors of Writers' Workshops: The group felt that the same kind of training should be supplied to artists and designers as was proposed for writers, and a similar set of criteria drawn up for the directors of such workshops.

Mediator Roles: The group suggested that close co-ordination with the Zimmer manuscript was needed here, and Professor Bhola agreed.

Distributors: The group underlined the need for bold, new strategies and examples of what was happening in other countries. Some specific suggestions: mosques and other existing institutions, grocery stores, commercial distributors, small reading rooms, youth clubs, incentive schemes. The point was raised that new literates are likely to stop reading unless there are classes or other organized groups - or at least informal contact with the teacher.

Writer's Perspective: The similarity between good expository writing and creative writing might be noted, as well as the difference underscored. Working closely with illustrators and printers should be stressed, not just referred to.

Summary of the
REPORT ON A TEST-IN-USE WORKSHOP
Kinshasa, Zaire

by

Jochen Klicker, DVV

A test-in-use workshop was organized in Kinshasa, Zaire, under the sponsorship of the German Adult Education Association, from 3-15 May 1976, to test the monograph, *The use of radio in adult literacy education*, by Richard C. Burke. This workshop was part of a more comprehensive training experience in "distance education" and was titled, "Some Aspects of Adult Education and Literacy".

Zaire being a Francophile country, a French translation of the monograph had to be prepared before it could be tested. The seminar (under which this test-in-use workshop was subsumed) was attended by some 40 participants: 9 teacher trainers, 8 freelance writers and producers, 5 actors and announcers, and other categories of educators and broadcasters. A control group of 13 teachers and trainers was also used. The control group only read the monograph and then filled in the questionnaire. They did not attend any formal training sessions.

The monograph received an enthusiastic reception. The broadcasters in the training group appreciated learning about the procedures for effective utilization of the radio broadcasts they produced. Teacher trainers and field workers, on the other hand, were glad to learn about the processes of planning and production of broadcasts and to learn new ideas about encouraging audience participation. The only problem encountered was the inability of participants to always transfer the experiences of other countries recounted in the monograph to their special situations and to adapt suggestions to their own particular area of work. Transferring and transforming experiences is clearly not always easy, and this particular group was no different. Thus, while the group agreed that the monograph would not by itself carry the whole burden for the training of field workers in radio utilization, it certainly was an excellent reading resource that could be used by trainers to prepare instructional presentations (that include transfer and transformation of materials) and by trainees to read for independent learning.

Summary of the
REPORT ON A TEST-IN-USE WORKSHOP
Freetown, Sierra Leone

by

Werner Keweloh

The test-in-use workshop in Freetown, Sierra Leone, held during 1-15 May 1976, was organized with sponsorship of the African Bureau of the German Adult Education Association, Accra, Ghana and was part of the regional seminar on "Mass Media and Audio-Visual Support to Adult Education and Functional Literacy". The workshop tested two of the monographs in the series *Literacy in Development*: 1) *Understanding visual literacy and communication*, by Anne C. Zimmer and Fred A. Zimmer; and 2) *The use of radio in adult literacy education* by Richard C. Burke. This regional seminar was attended by 15 Sierra Leoneans, 4 Ghanaians, 2 Liberians and 6 Nigerians. In terms of occupational categories the seminar was almost equally divided between mass media and functional literacy areas and had attracted university lecturers, literacy instructors for religious missions, adult education directors, broadcasters and journalists.

The Zimmer monograph was appreciated for increasing the visual awareness of participants and for developing among them a sense of relativity of communication idioms among different cultures. Here again, however, there were problems of transfer and adaptation. The participants often looked for illustrations from their own specific milieu and clear and direct applications to literacy work in their context. Their overall evaluation of the monograph was highly positive and they suggested that the monograph should be made available not merely to designers of visuals but also to textbook writers, adult educators, supervisors, monitors, volunteer teachers and directors and council members of literacy councils.

The Burke monograph was found excellent in all its various aspects, particularly, in regard to how-to-do-it advice to the field worker. This monograph was also suggested to be of interest to supervisors, teachers and monitors on the one hand, and administrators and production personnel on the other.

It must be stated that in the case of both the test-in-use workshops reported here, the purpose was not to carry out sophisticated evaluation studies, but primarily to conduct some useful training while also using the opportunity for developing evaluative feedback on the various monographs in the series, *Literacy in Development*.